

MINNESOTA PUBLIC LIBRARY COMMISSION

LIBRARY NOTES AND NEWS, No. 7.

ST. PAUL, APRIL, 1906.

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SUMMER SCHOOL.

The seventh annual session of the Summer School for Library Training will be held at the Minnesota State University, June 19 to July 31, as a department of the University Summer School, and is open to any holding library positions, or under definite appointments to such positions, or to teachers or students in charge of school libraries. The course is planned especially to meet the needs of the small public libraries, and with this aim in view everything which will not be of practical value in the work of such libraries will be eliminated.

The lectures on classification, accession, shelf-list, administration and library extension will be given during the last three weeks of the course by Miss Clara F. Baldwin, director of the school. The work will be based on the experience gained in visiting and organizing the libraries in Minnesota.

Mrs. Karen M. Jacobson, vice-director of the school, and a graduate of Pratt Institute Library School, will give the lectures on cataloging, book-selection and binding. The class in cataloging will continue through

five weeks of the course, including the making of a dictionary catalog of about 150 books selected to illustrate the rules necessary for the average library. The work in book-selection will include practical problems in bibliography, adapted both to the resources and demands of a small public library. Mrs. Jacobson has had charge of the selection and buying of books for the traveling library during the past year, so that her work is based on actual experience. The lectures on binding will include practical demonstration in mending and cleaning of books, shown in the office of the commission, and arrangements have been made to visit a well-equipped commercial bindery, and also the craft bindery of Miss Edith Griffith at the Handicraft Guild in Minneapolis. Special attention will be given to the mechanical preparation of the book, and the care of books on the shelves. Miss Mary Moulton Cheney, who is principal of the department of design in the Minneapolis School of Fine Arts will give special instruction in the lettering of books and labels, and the style and arrangement of lettering on picture bulletins.

Miss Margaret Palmer, librarian of the Rochester Public Library, will give the lectures on reference work, which will include study of the most valuable reference books for every small library to have, and questions chosen from those which have actually been asked in Minnesota libraries during the past year.

Miss Edna Lyman, who has been so successful in children's work in the Oak Park, Illinois, Public Library, will lecture on this subject, giving special attention to the books themselves. In a small library it is

impossible to have a special children's librarian, and it is most important that the librarian should be familiar with the children's books and be able to give "the right book, to the right child, at the right time."

By special arrangement with the director of the University Summer School, the class will be admitted to the lectures on literary criticism by Prof. Maria L. Sanford. The work will consist of the study of masters of English prose and poetry, with the aim of developing a correct literary taste, a wider knowledge of classic English, and a keener relish for good literature. This feature was added to the course in 1905, and the students gained much inspiration from contact with Miss Sanford's strong personality and well-stored mind.

Miss Gratia Countryman, librarian of the Minneapolis Public Library, and a member of the commission, whose marked success in library work is so well-known, will speak on Librarianship as a profession.

Besides the visits to binderies already mentioned, the class will spend one day in St. Paul, visiting the Public Library, the State Law Library, the State Historical Library and the office of the commission, allowing ample opportunity to inspect the new Capitol building, whose decoration is now completed. Another day will be spent in the public libraries of Stillwater and Hudson, with an outing on the beautiful St. Croix river. The Minneapolis Library and its branches will also be visited, and the University Library is used daily as a laboratory. In connection with the work in bibliography, a visit to the publishing house and editorial rooms of the H. W. Wilson Company will be of much interest.

A collection of picture-bulletins will be contributed by former students of the school and by various Minnesota libraries, and the arrangement and care of books on the shelves will be emphasized by an exhibit of library supplies and fittings.

At the request of the Library Extension Committee of the General Federation of Women's Clubs the commission will have charge of a library exhibit to be arranged in the office of the commission during the coming biennial meeting at St. Paul. Work with children will be emphasized, and for this purpose a model library of children's books is being collected. This collection will be exhibited at the school, and will be

used in connection with Miss Lyman's lectures.

A special course for teachers or High School students in charge of school libraries will be given during the last three weeks of the school, July 9-27. This course will include cataloging, classification, children's reading, reference work, and a charging system adapted to the needs of a school library. The school libraries of the state are growing rapidly, and there is great need of systematic organization. The article on "Co-operation between the school library and the public library," published in another column shows that only a small number of our school libraries are classified or cataloged according to any definite system. This course is offered in the hope that a beginning may be toward adopting a uniform system of classification, cataloging, and charging in all school libraries in the state. The fee for the three weeks course will be \$3.00, and cost of supplies will be nominal.

The use of the Delta Gamma Lodge has been obtained for the students of the school, and some one of the instructors will be in residence there throughout the course, so that the house may be a *rendezvous* for all students, and an opportunity will be given to promote acquaintance between students and instructors.

Full particulars regarding board, supplies and fees are given in the announcement of the course recently sent out by the commission, and further information may be obtained by correspondence with the director of the Library School.

CO-OPERATION BETWEEN THE SCHOOL LIBRARY AND THE PUBLIC LIBRARY.

In urging the necessity of establishing public libraries in many small towns, the argument is often heard that "We have such a good school library we do not need a public library." But can the school library take the place of a public library, or is it possible in small towns to combine the two libraries and accomplish the work of both under one administration?

In favor of the school library open to the public it is urged that the school should be the center of all intellectual life; that the small town is usually over-burdened with

taxes and the cost of a public library is greatly diminished if connected with the school. With a view of obtaining some definite information as to Minnesota school libraries, the Library Commission recently sent letters of inquiry to all High Schools in the state. Of the 76 schools reporting, 26 state that the school library is open to the public in general, but in most cases it is used very little or not at all by any except the pupils. Several superintendents suggest that the school library should be located on the first floor with an outside door. Such a plan is being tried at Dawson, where a large room on the first floor has been set aside for a public library. At Hastings, the school library has this spring been thrown open to the public, the village council making an appropriation of \$250 and appointing a library board. These experiments will be watched with interest, but for successful results, the library should be open in the evening, and the school building should be planned with the purpose of a public library in view. Nearly all our school libraries circulate their books in the homes of the children; and under the careful guidance of teachers who are familiar with the tastes of each individual child, much can be done to lay the foundation for the highest and broadest education by cultivating in the children a love of good books.

But while the school library may for a time take the place of a public library, every progressive town eventually finds that a public library also is a necessity. Experience has shown that the school library cannot fulfill the function of a public library, and there are many reasons for this. First, the school is usually located at some distance from the business center of the town where it is not convenient for most people to go; and unless special arrangements can be made, the hours of opening do not accommodate the general public. The few reading people to be found in every community will seek out the library but it cannot bring the books to the attention of people in general, and appeal as a public library should to all classes in the community. Second, the school library must consider the needs of the child first of all, and for this reason the selection of books cannot be made to suit the tastes of older readers as well. The clamor for new fiction must be met by the public library, while the school library should build up its reference department.

If the school library attempts to supply the demands of the general public, its most important function must be neglected, while if a public library is established each can supplement the work of the other. As Superintendent Kunze of Red Wing puts it: "School boards should confine their efforts almost entirely towards building up suitable reference libraries which have a direct bearing upon the pupils' studies. All the energies of the community should be devoted to building up a public library outside of the school. The school library is merely a feature of the school, which when the school course is completed has no part in the pupil's life." In the towns where public libraries have been most successful, this process of evolution has been the rule, as shown by the following reports. From Supt. Frazier of Winona: "The excellent city library is but two blocks from the High School and the school library is not large. It consists mostly of reference books which are placed in the departments where most needed." Supt. Carlson of Alexandria says: "Our school library is simply a reference library. We have such a good public library that a general school library is not necessary." Supt. Tønning of Willmar: "Since the opening of the public library our school library is used very little for general reading. We do not intend to add very much to the general library, but will continue to build up a good working library." At Worthington, the school library was for some years a public library also, the city council making a special appropriation every year. But as the town grew, a Carnegie library was established, and upon the erection of the building the two institutions were separated, the books for general reading being turned over to the public library, while the school library has retained its reference books and is developing this line of work leaving the purchase of general reading matter for old and young to the public library. At Morris upon the opening of the New Carnegie building, a large part of the school library was removed to the public library where the books are arranged and classified with the other books of the library and are circulated in the same way. The teachers have the privilege of drawing any number of books for use in connection with their school work, and keeping them as long as needed. Where the public library has ample

accommodations and is located, as it should be, near the High School, this is an excellent plan of co-operation. At Redwood Falls, the school board recently purchased a large number of reference books which are housed in the public library. The students can use them just as well, and the habit acquired of using the public library for study is an excellent one, which need not be broken upon leaving school, but becomes a permanent part of the students' life. In the case of a large majority of children, the school can do little more than give the tools with which to pursue their education. After leaving school, the public library must carry on the work begun by the school. The closest relations should be maintained between the school library and the public library and especially should there be co-operation for economy's sake in book-selection and buying as it is unnecessary for the school library to duplicate books which are already to be found in the public library and *vice versa*. In general the superintendent of schools should be a member of the library board and of the book committee. The librarians in charge of each library should know the resources of the other, and there should be free interchange of books when needed.

Our state has provided most liberally for its schools under our excellent Department of Public Instruction which has built up a system of education which is the pride of every Minnesota citizen. Regarding a library as a necessity in every school, the state has made generous appropriations for these, allowing \$20.00 to each school district the first year and \$10.00 each succeeding year on condition of an equal amount being expended by the district for purchase of books from approved lists. The annual appropriation for this purpose is now \$20,000. Under this system our school libraries have had remarkable growth in the last twenty years. In a recent report Mr. John W. Olsen, Superintendent of Public Instruction states that there are now 5,578 school libraries in Minnesota having on their shelves a total of 732,760 volumes, with an estimated value of \$512,216. In 1884, there were only 9,000 volumes valued at \$12,000. Mr. Olsen is an ex-officio member of the Public Library Commission, so that co-operation between the two departments in charge of the educational interests

of the state has been made possible. The Library Commission was created to foster the growth and development of public libraries, and the public library stands next to the school as an educational factor. The state has given no direct aid to public libraries except through the loan of the traveling libraries which amounts to the same as a gift of 100 books each year, but it aims through the educational work of the commission to help the libraries to help themselves.

While the commission is primarily authorized to assist public libraries the school libraries must be taken into account in the development of our library system, and especially since many of the school libraries have grown to such an extent that systematic organization has become necessary. Of the aforesaid 76 libraries reporting, only 22 have any definite system of classification and a still smaller number are thoroughly cataloged. A uniform system of classification and cataloging should be adopted throughout the state, that teachers going from one town to another may find the same methods in use. Some instruction in the use and care of libraries might well be included in the curriculum of the Normal Schools. As a beginning in this direction the commission is offering a course in library training to teacher-librarians at the Summer School of 1906 which is mentioned in another column of this bulletin.

READING FOR CULTURE.

BY MAUD VAN BUREN,
Iowa University Library.

Some one has said: "If fathers and mothers will read to their children at home, they may be comparatively serene as to who teaches them at school. It is certainly true that parents who live with their children in this matter, have power to correct the inaccuracies and supplement the short comings of poor teachers, or have equal power to enrich the information and deepen the inspiration given by good teachers." If fathers and mothers would always do their duty by their children in this respect and some others, what a heav-

*Paper read at the Northfield meeting of the Southeastern Minnesota Educational Assn.

only place the school room would be! But everybody would want to teach school. Facing facts as they are, however, the teacher has not only to give the majority of the children under her care their first insight into good literature but she must also counteract the influences born of no literature or poor literature. Step into the homes of the majority of the children (even the well-to-do homes) and what do you find there that makes for culture? What are the pictures on the walls? What the literature? No doubt, in the humblest home you will find the local paper (daily or weekly) with its wealth of information concerning the out-goings and in-comings of the residents of the community and their friends. Possibly you will find a popular magazine or two (Munsey, Everybody's and the Cosmopolitan seeming to be the favorites) and if any books at all, few that were chosen with any idea of literary merit. Possibly the youngsters are brought up on a diet of Sunday School papers. And which way does the conversation tend? Besides being grammatically bad, are the topics such as will aid the child's intellectual or spiritual growth? Father's business and political interests, mother's enthusiasm over the culinary and dress-making departments, the latest news as to births and deaths and marriages are all well enough. We are all interested in the doings of our friends and neighbors; but in too many homes these and kindred topics are the sole theme. Then there are many cases in which the mother is a wage earner, and not only the child's mind but his stomach and body are neglected. There are many instances in which the teacher must act as both mother and teacher to the child.

The amount of time and thought expended on the material side of life is appalling. We scarcely notice the bursting of the buds and the singing of the birds, so engrossed are we in the vexatious little problems which amount to nothing or worse than nothing in the end. With our minds store-houses of the pleasant things in literature, with our eyes open to the beauties of nature round about us, with our hearts tuned into sympathy with all mankind, there will be no time, no room any where, for the petty worries and trifling cares that make up altogether too large a part of our lives. Petty slights which tend to so much

of our unhappiness will be disregarded. The best reading makes us too big to regard discourtesy or unkindness on the part of others.

Thanks to "St. Andrew" and some others, the library has stepped in to assist the overworked teacher in her efforts to supply the intellectual and much of the spiritual food of the child and there are few homes in those communities in which libraries exist but that are touched, usually through the children, by this influence. If the library errs at all, it does so in that it furnishes too much material.

Children *will* read—what shall we put in their way? They will read the best if *only* the best is put within their reach. Certainly with the co-operation of the teacher and the librarian and others who are interesting themselves in the uplift of the nation by uplifting the child, and with the endless numbers of books in publication, and the means at our command, there should be no difficulty in furnishing just the right thing. It is incumbent upon us to see to it that the men and women of the future shall not be in the condition, as to their reading, of an altogether too large majority of our library constituents today: of reading aimlessly—making sieves of their brains—pouring into them all the new stuff that comes along, letting it run out as quickly and easily as it runs in, and clamoring for more. The most vexed problem the librarian has to handle is that of furnishing "time killers" to the many who will have just such and nothing else. Our most voracious readers are not always our cultured readers by any means. The latter know what they want and why they want it, and when they get it they read it carefully and thoughtfully and are the richer for it. The others are those who rarely know what they want, are not always sure that they want anything at all, unless it is something fresh from an author's pen—how inferior an author matters little to them.

"The highest office of reading is to open the eyes of the child to development of the material world, that he may live away from his meaner self, that he may grow all-sided, that he may relish the homely side of life, and weave beauty into its poverty and ugly hardships, and that he may add to his own strength and beauty the strength and wisdom of past ages."

Some time ago I wrote to several mothers who do direct their children's reading, asking for instances in which the little folks made application of what they had read or heard, to every day experiences. One mother writes that the greatest good her little girl of eight has derived from her reading is the large vocabulary she has acquired. She almost never makes a mistake in the use of words but some times does in pronunciation. "One day she informed us," the mother writes, "that she had eaten to her 'liniment.'" This same mother says she has never to suggest a game or amusement to her little girl for the child is constantly playing the things she reads. Last year she and her small boy cousins played "Black Beauty." This year their favorite play is the "Pepper family." Her own cat is brought into the performance, playing the role of Pussy Meow. When the birds are about they get the treatment suggested in "Dr. Robin." A few days ago the mother and child were going down town to do a little shopping. The mother was a little longer than usual getting ready and the child called up, "Take the hint and run, child, run, or we won't get no shopping done." Another mother writes that when her youngest little girl was two years old, she was up later than usual one night and chanced to be standing at the window when the arc-light at the corner came on. "We heard her saying 'Fear not—fear not.' I wondered if she could be connecting the light with the Christmas story she never tires of hearing and upon questioning her she turned to me with a look of awe I shall never forget and said in a hushed voice, 'There was a great light and they were sore afraid. See the angel, mamma.'" "One day not long since (the child is now five) she was helping me with the baking, as usual, and wanted to squeeze the lemons. I told her she wasn't strong enough to get the juice out but she worked away until a few drops ran down the glass, when she exclaimed triumphantly, 'See it come sliding down to plunge below!'" Another child in this same family, when about three, noticing the new moon for the first time, excitedly demanded, "Who broke the moon?" When the phenomenon was explained to her, she sat watching it for some time and then murmured very softly,

"Oh moon, have you done something wrong
in heaven

That God has hidden your face?
If you have, I hope you will soon be forgiven
And shine again in your place."

"When she was about three, I found her in the bath tub one day splashing the water up over her little brown legs and feet and chanting,

"The tide comes up and the tide goes down
Over the rocks so rugged and brown."

A child in another family being limited as to her reading matter, has taken to reading the newspapers and entertains the family with newspaper humor. Fortunately she sees the humor.

As a rule, teachers are familiar with few juvenile books other than those in immediate use in the schoolroom. It is not at all to be wondered at considering the variety of subjects demanding their attention and with the stress put upon that part of the curriculum which goes to fit the child for a business or a professional career—for money getting. A teacher's strength is not without bounds. By four o'clock she has usually reached her "liniment" and browsing about the library or book store making the acquaintance of children's books, would seem the last straw.

We will leave the matter of selection and recommendation to some one whose entire business and pleasure it is to study children's literary tastes and children's books. We can't depend upon book reviews or upon all library lists but there are some aids that are perfectly trustworthy. Allow me to recommend to you a little list that is a boon to librarians all over the land and that may prove so to those teachers who are interested in the cultural reading of the young, Miss Caroline Hewins' "Books for boys and girls," published by the A. L. A. Publishing Board, 10½ Beacon St., Boston. Miss Hewins has avoided books which make children despise their elders or have an over-weening sense of their own importance; books which deal with the cold blooded slaughter of animals; books that are cheap, slangy, flippant, or written in bad English or baby talk. Poor paper, poor print, and poor binding have no place in the editions she lists. We shouldn't be alarmed at the child's greed for fairy tales. Fairy tales are not only stimulating to the imagi-

nation but form an easy step to mythology without a knowledge of which one's literary and art education is incomplete indeed. So many good things have been written for the very small child, is it necessary to give him a "writing down" of Robinson Crusoe and Hiawatha, for example? Would not his enjoyment of these things be the greater if given him in full when he has reached the age when he can grasp them so? A thing the child has enjoyed once, he delights in hearing again and again. It is better to have in the school room a few well chosen books than many of inferior merit.

Charles Eliot Norton says, "Poetry is one of the most efficient means of education of the moral sentiment as well as of the intelligence—that it is the source of the best culture." But those of us who come in contact with the reading public find very little poetry read for pleasure. There are few prosaic children; they are naturally poetic; they love rhythm; it pervades their games and is their favorite form of literature. Why do they outgrow this love for poetry and when? It seems to me (and I hope I will not be tried for heresy for this utterance) that the taste is destroyed in the school room. Our finest things are picked to pieces—questioned about—analyzed—until all the beauty is gone (as far as the child is concerned) just as a beautiful flower, subjected to the searching analysis of the botanist, fades quickly and is no more. A poem should be given in its entirety. If the child enjoys its rhythm or the story it may contain, the meaning of each phrase and the construction of each word is of little consequence. As his mind develops and he sees or hears those lines again, light on these points will come to him without the aid of teacher or friend. Perhaps he himself will be curious to know the meaning of certain lines in which case he should, of course, be enlightened. I am reminded of the little girl whose mother was reading to her (and explaining as she read) a favorite poem. The child finally said, "Mamma, please don't explain. I like it better when you don't explain." We wouldn't think of stopping a singer in the midst of a song to inquire into the meaning of the words, nor a pianist in the midst of a fine sonata for an explanation of its composition. Poetry is song and should be handled as such.

Begin early to give the child pure English and there will be little use for rules and

text-books in language. In the primary grades the teacher's voice is the instrument through which much of the intellectual nourishment is transferred to the child. There cannot easily be too much reading aloud. The poems and stories which you want the child to love should not be given as lessons. "Things which inspire to love and to pleasure are more powerful to form character than things which restrict and compel obedience."

Do not give scraps of good things but the whole. "Memory gems" are very pretty but a child will learn an entire poem he likes in the time it takes him to make a "memory gem" stick. He cannot memorize too many fine poems. He will bless that teacher always who has been the means of storing his mind with noble song—it having aided him in both thought and speech. Mary Mapes Dodge's "Rhymes and jingles" and Robert Louis Stevenson's "Child's Garden of verses" serve the little folks well—and of course "Mother Goose" never grows wearisome. For the child who likes a poem with a story, Alice and Phoebe Cary's things are excellent. Browning's "Pied Piper of Hamelin" always pleases. T. B. Aldrich, William Blake, Charles and Mary Lamb, Lydia Maria Child, James Hogg, and Agnes Repplier delight the children. These and many other charming songsters are represented in the "Posy ring" and Lang's "Blue poetry book"—two good collections for the school room.

The girl of sentimental age will soon grow away from Mrs. Holmes, Rosa Nouchette Carey and McCutcheon after an acquaintance with Maud, Locksley Hall, Lucile, Evangeline, Lady Geraldine's Courtship—and her appreciation of English will be the stronger.

The Bible is full of beautiful poetry, beautiful love tales. Why does not the child love the Bible as he does Andersen's fairy tales for example? Here again the methods of teaching are the cause of the child's indifference to the Book. He goes to Sunday School generally, not because he loves the lessons. The very young child goes because he is sent; the older child because he considers it a duty or possibly it has grown to be a habit. The beauties of the Bible are spoiled for him by the same system of questioning and analysis that obtains in the teaching of poetry. He rarely gets a story in its entirety. Richard G. Moulton in his

"Stories of the Old Testament," Stories of the New Testament," "Biblical Idylls" and "Masterpieces of the Bible" has brought together poems and stories that can not but appeal to young people as well as to older ones. The text of the Bible is in no way changed, but those verses which are not essential to the poem or story are omitted. I believe the child will find perfect enjoyment in the story of Ruth, for example, if it be given him by the same method and in the same spirit as "Little Women,"—a complete, uninterrupted story.

"When the child leaves the school room the important question is not, How many facts has he crowded into his brain?—but What are his tastes?"

INTERCHANGE OF CLUB PROGRAMS.

Just at this the busy season of the year many librarians are called on to make or to help to make programs for club work for 1906-07.

After these programs have been worked out could duplicates be sent to the State Library Commission, to be placed on file, where they would be available to librarians needing suggestive outlines?

Naturally if the subject chosen for study is of such a nature that there is a large body of literature relating to it, then even the small library will probably be able to gather up material to meet the needs of the study-club. "English history and literature" is an example taken at random. But if the bibliography of the given subject is *not* extensive, the small library offering but scant resources, the librarian will be at a loss, in many cases, to know what to buy to furnish data for many short papers on minor subdivisions of the topic.

To drop into the personal pronoun:—If you spend an hour or a day hunting something as the basis of a ten-minute paper on the lacquer-work or the tea-ceremonial of the Japanese (for, sometimes, the periodical references are passed by as of no use, because a book which can be drawn out is wanted) why should I do the same thing that you have done, when the product of your industry may become mine for the asking?

If the club program—this one you are to make for the rest of us—would note under

each topic and sub-topic, not only the author and title of every book contributing a reference, but the inclusive paging for each, as well, it would be of real use to any one needing an outline. Of course it is not always possible to specify so definitely, if the matter is scattered and intermixed with stuff that is not grist for the particular mill which is grinding.

I have made a small collection of printed programs and find, that while suggestive, they are of very limited use to me, because of this lack of definite references. One can not gather from the titles of the books (grouped at the end of the outline, usually) any thing to justify a reasonable expectation that the help needed is in any one of the books listed. For often no bibliography whatever is given.

A club program to be of real practical benefit to the librarian of a small library should not only have references noted as has been said; but it should be a well-balanced scheme of study, giving prominence to the division of the subject commensurate with their importance. The references would be all the better for having been chosen from standard works.

An ideal, because a most useful one, would draw largely from the A. L. A. catalog books (with all due deference to our friend the enemy in Los Angeles), the A. L. A. book-lists and Leypoldt's "List of books for girls and women and their clubs;" and any librarian would feel justified in buying (almost) any book from any one of these lists.

But ideal programs are not made by very busy librarians; they are only too glad to find their meat anywhere.

It may be pertinent, however, to ask if this sort of work could not be taken up by the library training schools and sold at a very nominal price to those in need of both suggestive and definite outlines for study clubs.

Margaret Palmer, Librarian,
Rochester, Minn.

SOME MINNESOTA BOOKS.

BY WARREN UPHAM.

Several books have been published within the last two or three years, relating to Minnesota and by Minnesota authors, which should be read by all who wish to know

more fully the history, resources, and attractions of our State. Such books will inspire in the readers, whether school children or older people, greater love for Minnesota, patriotism for the progress and welfare of our whole country and earnestness to act well our part. A few of these books are briefly noticed here, including three on the aboriginal peoples of Minnesota and two on her resources and industries.

Gillfillan, Joseph A. *The Ojibway*. A novel of Indian life of the period of the early advance of civilization in the Great Northwest. New York and Washington, The Neale Publishing Co., 1904. 12 mo., 457 pages. \$1.50.

This story portrays very vividly the manner of life of the Ojibway Indians in northern Minnesota, as they were about fifty years ago, their habits of thought, native customs, traits, superstitions, and their good and bad tendencies, with the early influences of white immigration and missionary teaching. The author was during twenty-five years, from 1873 to 1898, a missionary among these Indians of the White Earth reservation and a large adjoining region. His intimate knowledge of Indian character is here presented most effectively throughout a narrative that carries us to the northern pine woods, and lakes, on hunting and fishing trips, and shows the varied joys, hopes, and sorrows of the Ojibways in their home life.

Eastman, Charles A. (Ohiyesa). *Red Hunters and the Animal People*. New York and London, Harper and Brothers, 1904. 12 mo., 249 pages. \$1.25.

The author of this series of animal myths and legends was born in Minnesota in 1858, his father being a full-blooded Sioux named Many Lightnings, and his mother a half-blood woman celebrated for her beauty, the daughter of a well known army officer. Dr. Eastman says in the preface: "The scene of the stories is laid in the great Northwest, the ancient home of the Dakota or Sioux nation, my people. The Great Pipestone Quarry, Eagle's Nest, Butte, the Little Rosebud River, and all the other places described under their real names are real and familiar features of that country, which now lies mainly within the states of Minnesota and the Dakotas. The time is before 1870, when the buffalo and other large game still roamed the wilderness and the Red men lived the life I knew as a boy."

Creswell, R. J. *Among the Sioux: A story of the Twin Cities and the Two Dakotas*, with an introduction by Rev. David R. Breed. The University Press, Minneapolis, 1906, 12 mo., 109 pages, with portraits and views from photographs. \$1.00.

This book, by one who has spent forty years in missionary work, recounts very interestingly the early labors for the Sioux in Minnesota by the Pond brothers, the Williamsons, Riggs, Adams, and others. The beginning was in 1834 on the east shore of Lake Calhoun, where the Ponds

built their loghouse mission, the first dwelling of white men on the site of Minneapolis, close to a large Sioux village.

Hall, Christopher Webber. *Geography and Geology of Minnesota*. Volume I., *Geography of Minnesota*. The H. W. Wilson Co., 1903. 12 mo., 299 pages, with six plates and 163 text figures. \$1.20.

In thirty-six chapters this concise treatise sets forth admirably the geographic and climatic features of Minnesota, illustrating them with a great number of halftone views, maps, and sections. Constant attention is directed to the causes or origin of our plains, hills, valleys, lakes and rivers, prairies and forests. Much of the later geologic history of the state is thus told, especially of the Ice age; and the common minerals and rocks are briefly described.

Whoever reads this book thoroughly will obtain a good knowledge of Minnesota's agricultural capabilities, water power, and mineral resources; and will learn better to appreciate the beauty of her rolling prairies, her ten thousand lakes, and her abundant and picturesque morainic hills.

It is expected that Professor Hall will publish a second and companion volume, treating especially of the geologic formations of this state. Such a work, like the one here noticed, will be of very great value to the pupils of our schools, as well as to more mature readers.

Edgar, William C. *The Story of a Grain of Wheat*, with forty illustrations. New York, D. Appleton and Co., 1903. 12 mo., 195 pages. \$1.00.

The history of the cultivation of wheat, the methods of grinding, their wonderful improvements during the last thirty years, the vast wheat fields of our Northwest and of other countries, and the flouring mills of the world, largest in Minneapolis, are the subjects of this book. It must therefore interest every Minnesota citizen, and most the wheat farmer and the flour manufacturer.

AMERICAN LIBRARY ASSOCIATION.

At a meeting of the Council in Atlantic City on March 10, the following amendment to bylaw 1 of the A. L. A. constitution was adopted: Insert after the word "January" the words "save that for the first year the dues for individuals shall be three dollars. Any person renewing membership shall pay all arrears of dues or else the dues required from new members."

The significance of this amendment is that after June 1, 1906, all persons in library work must pay \$3 for first year's membership in the A. L. A. and that old members who have allowed their membership to lapse must pay \$3 to rejoin. The regular annual dues remain at \$2.00 as heretofore. The new amendment in effect creates an entrance fee for first joining or rejoining. This matter is of special interest to all

library workers not now members of the Association. It is to their interest to send \$2 to the treasurer, Mr. G. M. Jones, Public Library, Salem, Mass, before June 1, since, if they wait until the conference, it will cost them \$3.00. Members of the Association get free the annual volume of Proceedings, the monthly A. L. A. booklist, the official handbook of the Association and all circulars relating to the annual meeting from the secretary's office.

The A. L. A. will be represented by an exhibit at the Jamestown (Va.) exposition in 1907. The Executive Board has appointed the following committee to arrange for this exhibit:

Mr. H. J. Carr, chairman, Mr. Melvil Dewey, Miss Isabel E. Lord.

**Narragansett Pier Conference
Beginning June 29, 1906.**

The A. L. A. Rooming Committee (address 10½ Beacon street, Boston, Mass.) will assign all rooms both in the large headquarters hotels, and in the boarding houses and cottages where cheaper rates for a very limited number can be had. Rooms will be assigned in order of application. *Do not write to hotels but to the committee.*

The proposed post-conference cruise has been abandoned as not enough favorable replies were received before March 1st to warrant the travel committee in chartering the steamer. The final circular to be issued June 1st, will suggest plans for post-conference trips of interest.

Persons not now members of the A. L. A. who expect to be present should send in their applications for rooms as early as possible. A circular giving prices and other information about hotels and railroad rates may be had on application to

American Library Association,
Travel and Rooming Committee,
10½ Beacon St., Boston, Mass.

TWIN CITY LIBRARY CLUB.

The second meeting of the Twin City Library Club was held at the publishing house of the H. W. Wilson Company, Minneapolis, on Monday, March 4th, 1906.

Supper was served in the hall on the second floor at seven o'clock, where the steady hum of conversation showed that the first aim of the club—"to promote acquaintance"—was being accomplished.

At the short business session following the supper, Mr. D. L. Kingsbury, assistant librarian of the Minnesota Historical Society presided, in the absence of both the president and vice-president. Mr. Wilson then announced that all were requested to participate in a Virginia reel in the adjoining ball-room, a fine being imposed on any who refused. The club responded with alacrity, and a delightful social hour was passed.

The members of the club then adjourned to the basement to inspect the printing and binding department, and afterwards assembled in the editorial rooms, where talks were given by Mrs. H. W. Wilson and Miss Clara Fanning, on the methods employed in compiling the Cumulative Book-Review Digest; by Miss Anna L. Guthrie on the Reader's guide to periodical literature; and by Miss Marion Potter on the United States catalog and Cumulative book-index. All of these talks were full of interest and tended to increase the already profound respect of all librarians present for these valuable publications.

The third meeting of the club was held in the rooms of the Minnesota Historical Society, at the Capitol, St. Paul, on Monday evening, April 2, 1906.

After a social hour visiting the various departments of the library, including the museum, the meeting was called to order by the president, Dr. Folwell, in the reading room of the society. D. L. Kingsbury, assistant librarian, spoke on the general library and especially the collection of government publications. Many members of the club were surprised to learn that the library has files of the documents and journals of the Senate and House for the first fourteen congresses nearly complete. J. B. Chaney told of the newspaper collection, which from a small start in 1868 has grown to 7,000 volumes. The society is now receiving more than 500 papers weekly. Especially valuable are files of the New York Herald from 1847 to 1877. Short talks were given by Miss Annie Vose on the cataloging of the library, and by Miss Emma Hawley on the re-classification, which is now in progress. The Cutter classification, which is best adapted to libraries of this kind, is used. Miss Emma E. Vose talked about the scrap-books of the society, and Mrs. Rose B. Dunlap spoke on the literary work, especially Minnesota bi-

ographies and the life of Gov. Ramsey. Rev. E. C. Mitchell told something about the collections in the museum which he started when he found an Indian axe in 1847. Warren Upham, secretary of the society, spoke of its general progress during the last ten years. During this time the library has grown from 55,265 volumes at the beginning of 1895 to 81,768 volumes on the first day of this year. The collections of township and county histories and of family genealogies have considerably more than doubled.

Dr. Folwell urged the club members to ask the legislature for a larger appropriation for the Historical Society, especially to provide money for indexing the newspapers of the society, and to catalog the letters of Gen. Sibley and Gov. Ramsey. These papers, he said, would be worth \$50,000 and should be placed in a fire-proof vault.

AIDS FOR LIBRARIANS.

Public Documents. The New York State Library has just issued Library School Bulletin 21, on United States Government Documents, by J. I. Wyer, Jr. These are the outgrowth of lectures first delivered in the Minnesota Summer School of 1903, and should therefore be of particular interest to Minnesota librarians, since as the author writes, "but for the stimulus and invitation of the Minnesota Commission they would probably never have been undertaken." The lectures were afterwards given in the Wisconsin Summer School, and the New York State Library School. The entire substance of the lectures revised to July, 1905, is here given, with a statement of the practice work which has always accompanied them. Part of this material has already been published by the Minnesota Commission as its Publication No. 2, but in the present form the material has been greatly enlarged, and it will be found very useful by those librarians who have undertaken the cataloging of documents. The pamphlet may be obtained from the commission or from the New York State Education Department, for 15 cents.

Another valuable aid in collecting documents is the "List of United States documents," issued by the Free Library of Philadelphia, as Bulletin No. 6. (Price, bound in cloth, 50 cents; unbound, 25 cents.) This library has also decided to publish lists,

enumerating the most important documents received during the month; this will enable each library to select such documents as are suitable to its locality, and to answer questions from its patrons as to what is published. The monthly lists will be issued on the 15th of each month, beginning October, 1905, at a yearly subscription of \$1.00.

Arbor and Bird Day Lists. Librarians who have celebrated Arbor and Bird Day found much valuable material in the Arbor Day list, published in the A. L. A. book-list, for March, 1906, and the excellent working-list of bird books, included in the April number of this book-list. The importance of preserving these lists for future use cannot be too strongly emphasized.

The Arbor Day list has been reprinted and may be obtained of the Publishing Board for 5 cents, or \$1.25 per 100.

A. L. A. Reprints. The Publishing Board has issued reprints of a number of papers included in the A. L. A. proceedings for 1905. A limited number of those on the following subjects, which would be of special use to small libraries in Minnesota, has been obtained by the commission, and will be sent upon application to any librarian or trustee.

Library administration on an income of from \$1,000 to \$5,000, by S. H. Ranck and M. W. Freeman.

The question of library training, by L. E. Stearns.

Rational library work with children and the preparation for it, by F. J. Olcott.

BOOKS FOR SALE OR EXCHANGE.

The Kindergarten Magazine Co., 40 Scott St., Chicago, offers a few sets of back numbers of the Kindergarten magazine, vols. 4-8, at \$4.50 each. These are all out of print, and their special value rests in the fact that they constitute a record of the spread and growth of the work during one of its greatest periods, and also that the original number printed was very small compared with the present student constituency.

The Minnesota Commission offers for sale a list of books which have been used in the traveling libraries, but are no longer of value for this work, chiefly because the enlargement of the libraries for study clubs has

obviated the necessity of including books for the student in the general libraries. These titles are all valuable for reference work and should be in every small public library. The volumes are in excellent condition, and can be obtained at very reasonable rates. The list with prices will be sent upon application.

TRAVELING LIBRARIES.

Club Libraries. The study club libraries are loaned for the club year, September to May inclusive, for a fee of \$1.00 payable in advance and accompanied by an application signed by the officers of the club. The club is responsible for the safe return of the books and for the transportation charges. The libraries that have not been reserved for the year 1906-07 are on the following subjects:—

- American literature.
- American revolution.
- Colonial history.
- English painting.
- German, Flemish and Dutch painting.
- Norway and Sweden.
- Russia.

Because of the demand for the same subjects, wherever possible duplicate libraries will be made up from the commission's extra collection. The terms are the same as for the regular study libraries, but these extra libraries are by no means so attractive, being less complete and unaccompanied by pictures; although very useful when the fixed library is unavailable.

Nature Library. A year ago the commission purchased the "Nature library" of 10 volumes, published by Doubleday, Page & Co., to be loaned to public libraries for a year, on application by the board of trustees and payment of a fee of \$1.00. These books are beautifully illustrated and form a most attractive library on the subject of animal and plant life. They may be kept in the library for reference or circulated for general reading according to the preference of the library borrowing them. The library was loaned to the Anoka Public Library for the season of 1905-06, and is now available to the first public library making application.

Home Science Libraries. The Farmers' Institute of Minnesota has within the last

few years organized women's branches for the study of domestic economy, which hold monthly meetings throughout the year. Mrs. Bertha Dahl Laws, lecturer and organizer of Women's Institutes, has planned a year's course of study on home science, including domestic economy and child study. To assist these organizations in their work, the commission has made up several libraries from lists selected by Mrs. Laws. As far as we know, this is a new feature in traveling library development, and the results will be watched with much interest.

The libraries consist of a collection of 50 volumes on home science, together with a valuable collection of government pamphlets. They will be loaned on the same terms as the regular traveling library, i.e., for six months with the privilege of renewal, for a fee of \$1.00, out of which the commission pays the transportation charges. An application must be signed by the officers of the association, the association becoming responsible for the safe return of the books. The libraries are now ready for circulation, and as there are only a few sets available, those desiring their use should make an early application.

A list of the titles included is appended:—

- Alderman—Fruit growing in the Northwest.
- Allen—Marvels of our bodily dwelling.
- Atkinson—Science of nutrition.
- Bashore—Outline of rural hygiene.
- Blair—Model sewing and drafting.
- Boland—Handbook of invalid cooking.
- Butler—Our household insects.
- Campbell—Easiest way in housekeeping and cooking.
- Candee—How women may earn a living.
- Checkley—Natural methods of physical training.
- Cohn—Story of germ life.
- Coleman—Successful homes.
- Gardner—House that Jill built.
- Gerhard—Disposal of household wastes.
- Green—Amateur fruit growing.
- Green—Food products of the world.
- Green—Vegetable gardening.
- Harrison—Home nursing.
- Hogan—Study of a child.
- Holt—Care and feeding of children.
- Hutchinson—Food and principles of dietetics.
- Knight—Food and its foundations.
- Lemcke—How to live well on 25 cents a day.
- Moore—How to build a home.
- Parloa—Easiest way in housekeeping.
- Parloa—Home economics.
- Parsons—How to plan the home grounds.
- Plain words about food.
- Poore—Rural hygiene.
- Powell—Hedges, windbreaks, shelters and live fences.
- Prudden—Drinking water and ice supplies.
- Prudden—Dust and its dangers.
- Prudden—Story of bacteria.
- Richards—Art of right living.
- Richards—Chemistry of cooking and cleaning.
- Richards—First lessons in food and diet.
- Richards—Food materials and their adulterations.
- Richards & Elliott—Cost of food.
- Richards & Talbot, ed.—Home sanitation.
- Richards & Woodman—Air, water, food.
- Roberts—Farmstead.

Rorer—Bread and bread making.
 Salmon—Domestic service.
 Sheppard—Laundry work.
 Sowle—I go a marketing.
 Springstead—Expert waitress.
 Thompson—Practical dietetics.
 Waring—How to drain a house.
 Wheeler—Household art.
 Wheeler—Principles of home decoration.

Traveling Libraries. We take this opportunity to express our appreciation of the splendid work being accomplished by the librarians of the traveling libraries throughout the state. In two particulars especially is a marked growth apparent—in library advertising, as the library notes in the local papers testify; and in the more accurate keeping of the circulation statistics which better enables us to estimate the value the citizens of the state place upon the traveling library.

New traveling library stations have been recently established as follows:—

Alberta. Town of Scott. O. R. Eystad, Lib'n. Residence.

Argyle. East Wagner Township. Arvid Nelson, Lib'n. School house.

Barnesville. Mrs. Maud Dann, Lib'n. Drug store.

Bird Island. H. W. Mielke, Lib'n. Bank.

Braham. Andree Library Assn. John F. Holmblad, Lib'n. Store.

Breckenridge. C. H. Anderson, Lib'n. Club room.

Dassel. James Christopherson, Lib'n. Pharmacy. The local paper says, "Nearly all of the books of the library were drawn out on the first day."

Dawson. Miss Rebecca Schmidt, Lib'n. The library is kept in the school house in which a large room on the first floor is set aside for a public library.

Esdon. Mrs. May Garrison, Lib'n. Residence.

Loman. West Fork Association. Mrs. Alice Peggar, Lib'n. Residence.

Long Lake. Mrs. F. F. Mathews, Lib'n. Store. The Women's Temperance Council is responsible for this station, where a library of 50 volumes was sent for the younger readers.

Marietta. Ella M. Huebener, Lib'n. Printing office. This station is in the charge of the Women's Club, who have formed themselves into a library association working towards the establishment of a free public library.

Nelson. H. J. Ernster, Lib'n. Bank.

Rhoda. Deer Park Township. Mrs. W. A. Swanson, Lib'n. Town clerk's office.

Waverly. Miss Anna B. Cruzen, Lib'n. Millinery store.

Zimmerman. Lake Fremont Association. J. W. Mode, Lib'n. Store.

NEWS OF MINNESOTA LIBRARIES.

Aitkin. The tax which was voted by the council a year ago has become available, and the library has now been made free to the public. The library consisting of about 600 books is housed in the council-room of the village hall, which has been freshly painted and furnished with reading-table and chairs. Miss Esther Seavey is librarian, and the library is open every Saturday afternoon and evening. Miss Baldwin, librarian of the commission, organized the library, and while in Aitkin gave an informal talk at the library to the members of the women's clubs.

Akeley. The reading-room at Akeley, which is supported almost entirely by one of the large mill-owners of the town, has had a most successful winter. The librarian of the commission visited the room on March 25th, meeting with the members of the executive committee in the afternoon and giving a talk on library matters in the M. E. Church in the evening.

Albert Lea. On January 10th and 11th, Miss Sara Cone Bryant gave three talks in Library Hall on the "Art of Story-telling." One session was given to the children, who were delighted with Miss Bryant and her stories.—On March 8th, Civil War day was celebrated at the library. The hall was decorated with flags and bunting, and muskets and bayonets were stacked about the room. In another room a collection of war relics was displayed, and in another was a collection of pictures, including many of the famous leaders of the war. On a long table were placed all the books relating to the war. The children from the third to the eighth grade were invited, and came 250 strong. After music by the drum corps, Mrs. C. H. Farnsworth gave a talk on the "Difference between Patriotism and Treason."—Senator Morgan has presented to the library a collection of framed pictures of Minnesota mines and mining scenes, and gave a talk to the children on April 12th explaining the pictures. The library has also received a fine portrait of Lincoln from Mr. C. H. Farnsworth.

Austin. The card catalog of fiction has been completed and work on the other classes will go forward this summer.

Belgrade. A concert and literary entertainment for the benefit of the library was given at the Town Hall early in March.

Benson. The library has been maintained almost entirely through the efforts of Rev. and Mrs. C. L. Bates, who have given much time to the work. Feeling that the people of the village as a whole should take an interest in the matter, a meeting was called March 28th. A committee of seven has been appointed to solicit membership in a public organization at \$1 each per year, and to prepare a plan for its government.

Buffalo. The question of establishing a library was submitted to vote at the village election in March, resulting in 150 for and 109 against. As a two-thirds majority of votes cast is required, the project was lost, but much interest has been shown in the matter, and it will not be allowed to drop. Some years ago George Davis, a former citizen, left a bequest to be used in aid of a library and on February 21st the Ladies' Historical Club gave an entertainment at the opera house, the proceeds to be devoted to the library fund. An interesting program of musical and literary numbers was given by local talent, an address was given by A. C. Heath, and a short play was presented by some of the High School pupils.

Cloquet. The circulation of the library has steadily increased during the past winter under the management of Miss Lowe, the total for March being 1,675, while the daily average of 30 in the reading-room passes any previous record. In addition to her other duties, the librarian has entirely re-classified the library and has begun work on a complete card catalog.

Fairmont. An effort is being made to purchase for the library the collection of birds which has been loaned by Mr. Fred Fowler during the past year. The collection is a remarkably good one, and has aroused much interest in the study of birds.

Fergus Falls. Since the opening of the new building on February 22nd, the use of the library has shown a steady and gratifying growth. The total number of books loaned in March was 1,662, the largest in the history of the library. The library has received many gifts of books and magazines, also a framed photograph of the Hermes of Praxiteles from V. A. Wright, an inkstand

from Mrs. G. O. Welch, and a letter-rack from Mrs. Porter.

Mr. Carnegie has agreed to add \$1,000 to his gift for the purpose of completing the work on the grounds, and the matter of providing the additional tax required has been presented to the council.

Glencoe. The Red Cross Society gave an entertainment for the benefit of the library book fund on April 27th.

Graceville. Through the efforts of Rev. M. O'Brien the library board has made a contract with the board of supervisors of the township of Graceville to pay \$100 to the library fund during the coming year. Although several libraries in the state have made contracts with the county commissioners, this library board is the first to take advantage of the law enacted by the last legislature, allowing contracts to be made with adjoining townships. Father O'Brien has also presented the library with 60 books consisting largely of the best recent fiction.

Grand Rapids. The library was opened informally February 12th, and has had a large patronage. The librarian of the commission visited Grand Rapids in April, when the books were classified and work on the catalog was planned. The building is admirably located on a large corner lot under the shadow of two splendid pine-trees which have escaped the lumberman's axe. It is tasteful in finish, and convenient in arrangement.

Hastings. The public school library is now open to all residents of Hastings. The library contains over 3,000 volumes and is open from 2 to 4.30 each school day.

Hibbing. The ladies of the Saturday Club have taken up the library project in earnest. The librarian of the commission met with the club to discuss ways and means on the afternoon of April 9th, and in the evening gave a short talk following a concert in Power's theatre. The following day a committee of the club circulated a petition obtaining 90 signatures of representative business men. This petition was presented to the council in the afternoon, and the matter was referred to the finance committee. The committee has reported favorably and a library board has been appointed.

Hutchinson. The third number in the library entertainment course was a lecture by Father Cleary on "American Citizenship" given most appropriately on February 22nd.

A concert by the Dunbar Male Quartet was given March 13th.

Janesville. The dance given for the benefit of the library February 22nd was a success in every way, owing largely to the efforts of Dr. M. J. Taylor, a member of the board, who planned the work, wrote the tickets, sold most of the them, and called off the dances. About \$100 was cleared, to be used for the purchase of books.

Le Sueur. One hundred dollars was cleared at a home talent play given for the benefit of the library.

Little Falls. The Ladies' Reading Club has presented the library a large photograph of the castle of Saint Angelo at Rome. The librarian of the commission paid a visit to the library en route to Park Rapids.

Luverne. Mrs. D. E. Halbert, the librarian, has been absent from the library most of the winter on account of illness. She is now able to resume her duties, and has been re-elected for the coming year. Miss Carrie Hawes has been acting as librarian during her absence.

Madison. The interest manifested in the new library at its opening is still shown, as the total circulation for March was 1718. Thirty dollars was added to the book-fund by means of a concert, and the library has received the following gifts of books:

20 volumes of children's books from John Emberland.

41 volumes from State Superintendent Olsen.

A collection of Norwegian books from Rev. A. O. Oppegaard.

Mankato. The annual exhibit of the State Art Society was held at the library April 7th to 22nd. A reception was given on the opening night under the auspices of the clubs of the city. Mr. Robert Koehler, president of the Art Society, gave a lecture in connection with the exhibit at Normal hall.—The work of completing the auditorium in the basement of the library is going forward.

Mankato Normal. \$15,000 has been appropriated for the erection of a new library wing at the Normal school. The work will proceed at once so that the building may be completed by the opening of the fall term.

Minneota. The village council unanimously voted \$100 for the public library.

Moorhead. The librarians of Moorhead and Fargo have formed an association for

mutual benefit and exchange of ideas and especially for the purpose of compiling exchange lists of magazines on file in the various libraries and preventing duplication.

New Richland. The Tuesday club has recently purchased about \$40 worth of new books for the public library.

Ortonville. Realizing the handicap which the council has inflicted upon the public library in cutting down the annual appropriation for its support, the librarian, Miss Carolyn Wells, assisted by her music class and the ladies' quartette, gave a benefit concert for the library February 13th.

Osakis. The library question was submitted to vote at the village election, receiving a vote of 117 affirmative to 107 negative, not the two-thirds majority required. The Women's Club has maintained the library for several years and accumulated nearly 400 volumes, and it is to be regretted that the village could not take up the work at this time. The library will be closed for the present.

Park Rapids. The library which now contains over 2,000 books has been re-organized by the librarian of the commission. Free access to the shelves will now be given, and new shelving has been provided for the children's books. While in Park Rapids Miss Baldwin gave an informal talk to the Ladies' Library Club which was entertained by Mrs. Fuller, the president of the board.

Pipestone. The library board has asked the county commissioners to make an appropriation to the library fund, on condition that the privileges of the library should be extended to the entire county.

Plainview. On February 5th, the village council unanimously adopted a resolution establishing a library and authorizing its president to appoint a library board. The Plainview Dramatic Club gave a play for the benefit of the library on March 17th.

Red Wing. The "Children's Library Club" has been organized to assist the librarian in the care of the books. Its members have already given some valuable assistance in cleaning and mending books. The story hour conducted by Miss Kellogg will for the present be devoted to Greek and Roman myths.—The lights on the reading-tables have been provided with new shades which give a much softer light than heretofore.

Redwood Falls. Over \$100 was raised for the book fund by means of the library lecture course.

Rochester. A committee of Olmstead County teachers met with a committee of the library board to discuss the extension of library privileges to the entire county. The teachers will present the matter to the county commissioners at their next meeting. Adolph Metz has given a series of illustrated talks on electricity to the boys of the 6th and 7th grades, arousing interest in the less technical books on the subject.

St. Paul.—Hamline University. Mr. Carnegie has offered \$30,000 to Hamline University for a library building provided an endowment of equal amount is raised. The friends of the University believe there will be no trouble in complying with this condition.

Sandstone. Miss Edna Danforth has tendered her resignation as librarian. The Sandstone Courier says:—"Miss Danforth is very well qualified for the position and it will be difficult to secure another who is so well acquainted with all the books." Miss Ethel Coleman has been appointed as her successor.

Spring Valley. The Choral Club which recently disbanded used the money in the treasury to purchase a bust of Shakespeare for the library.

Staples. The reading-room which was started by the Civic Improvement League has been closed for the present, and the books have been removed to Mr. Pennington's drug store where the traveling library is also located. The ladies of the league have decided to re-organize as a Library Association with a membership fee of \$1.00 per year.

Thief River Falls. The city council has passed an ordinance establishing a public library, and levying a tax for its support.

Two Harbors. The library is now installed in its new quarters in the village hall, and the room has been made very attractive by the addition of some good pictures and plants. Miss Anna Hanson has been elected librarian, and the library is now open every day in the week. The librarian of the commission spent four days in Two Harbors assisting the librarian in

re-organizing the library. She also visited the school library which has an unusually fine collection of books, well classified, and arranged in a most attractive room.

Wabasha. The Ladies' Library Association held a rummage sale for the benefit of the library the first week in April.

Walker. The young ladies of Walker gave a dance for the benefit of the public library fund on April 17th. The net proceeds were \$75.

Wheaton. The public school library has been opened for a reading-room under the care of student librarians.

Winnebago City. The outgoing council at its last meeting appropriated \$250 for the use of the public library as the usual tax of one-mill was not voted the previous year.

Winona. Mr. Fred S. Bell, who has been a member of the Winona library board for twenty years has resigned his position, believing that no one person should hold such an office for a longer period. The marked success which has attended the development of the Winona library is in a large measure due to Mr. Bell's faithful service and broad-minded policy, and it is doubtful if the members of the board or the public in general will agree with his opinion that he should now give up the work. Mr. Edward Lees, who has for a number of years been secretary of the board, has been elected president, and Mr. E. E. Shepard, the new member of the board succeeds Mr. Lees as secretary.—A department of local history is to be established. The library has a complete file of Winona County newspapers, a most valuable nucleus for such a collection, and the plan is to obtain reports of all public bodies, early prints and maps of the county, and any papers or documents which are of value. In addition it is proposed to make collections of the fauna and flora and geological specimens of the county. The record of the Winona Rangers has already been presented by Hon. D. Sinclair and the committee is meeting with encouragement in its search for material.—The art room has been temporarily enriched by the loan of a number of pictures from the valuable art collection of Hannibal Choate.